 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Kaitlyn Bowie** **Lesson #: 3 Facet: Self-Knowledge**

**Grade Level: 7 Numbers of Days: 5**

**Topic: "The Golden Compass"**

**PART I:**

**Objectives**

Student will understand that by piecing together these themes, a reader can construct and objective summary of the text. Student will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.) Student will be able to understand the relationship between the plot and the themes. Product: Timeline

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am teaching students how to recognize when a theme is playing into the overall plot of a piece of literature during a turning point/important event in the story.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will be expected to record important points during "The Golden Compass" in which the student recognizes that a theme is playing a role in the story's events. They will mark these points with sticky note strips with small notes written on them. They are expected to have at least 12 sticky strips markers by the end of the book. They must all have a brief meeting with me where I will check their progress and offer advice for those who are struggling.

**Section II – timely feedback for products (self, peer, teacher)**

Students will present one of their events and themes from their timelines to the class, which will be rated on a scale of 1-10, and if a student cannot sufficiently defend their reasoning behind their event to theme relationship, they will have the opportunity to revise.

**Summative (Assessment of Learning):**

Students will present one of their events and themes from their timelines, which they maintained while reading "The Golden Compass," to the class. It will be rated on a scale of 1-10, and if a student cannot sufficiently defend their reasoning behind their event to theme relationship, they will have the opportunity to revise.

**Integration**

**Technology:** Students will use the ReadWriteThink timeline maker program to create a final, digital copy of their Event/Theme timeline that they have been maintaining while reading "The Golden Compass." This will become a tool and resource that they will later use for their Digital Portfolio.

**Content Areas:** I am integrating Social Studies into my lesson by having students maintain a timeline record of the sequence of the major events in"The Golden Compass" and how a particular theme plays into that event, and ultimately being able to look back ad see a duration of major events.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

I will use the Timeline graphic organizer to help students keep track of significant points in "The Golden Compass" and what themes apply to those points. This will be used as a rough draft for when they create their digital version. The digital version will be printed off and kept as a resource for when they compile their Digital Profile. I will use the cooperative learn structure Value Line by having each student choose one event and theme that they connected and present it before the class. Students will rate 1-10 whether they agree or disagree and the student must explain their reasoning.

**Section II – Groups and Roles for Product**

Students will present one of their events and themes from their timelines to the class, which will be rated on a scale of 1-10 for understandability. If a student cannot sufficiently defend their reasoning behind their event to theme relationship, they will have the opportunity to revise and look back on their other points and revise them if they feel it is needed. I will then give them a final grade based off of a pre-made rubric my rubric.

**Differentiated Instruction**

**MI Strategies**

**Logical:** These students will enjoy having the opportunity to collect data on the ratings given by their classmates on their event to theme relationship from their timeline.

**Verbal:** These students will enjoy the part in the lesson when they are able to explain their event to theme relationship to the class, and assure any students who might think there is no relationship between their event and theme.

**Visual:** These students will enjoy being able to have a visual scale compiled of their peers to rate the validity of their event to theme relationship, as it will give them a body figure to judge their justification on.

**Intrapersonal:** These students will enjoy having the opportunity to give constructive, non-verbal feedback to their classmates on their event to theme relationship.

**Interpersonal:** These students will enjoy having the equal opportunity to both give feedback to their classmates on their event to theme relationship, and receiving feedback on their own event to theme relationship.

**Kinesthetic:** These students will enjoy having the opportunity to use their bodies on the 1-10 scale in order to rate the relationship between one of their classmate’s events and theme point on their timeline.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to either schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.

**Extensions**

**Type II technology:** ReadWriteThink Digital Timeline program. This program will create a more professional version of their graphic organizer timeline which they will use in their digital portfolio to show the progression of a theme throughout the course of “The Golden Compass.”

**Gifted Students:** These students will have the option of coming to me and selecting one theme from a list I have compiled from "The Golden Compass." They will track this one theme throughout the course of the book, doing the same sticky note/timeline assignment as the other students, and expected to still have at least 12 note tabs at the end of the book.

**Materials, Resources and Technology**

* *Timeline Graphic Organizer*
* *Sticky notes*
* *Enough copies of "The Golden Compass" for entire class.*

**Source for Lesson Plan and Research**

*[Digital Timeline](http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html?tab=3" \l "tabs" \t "_blank)* <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html?tab=3>  *This is the site/program that students will be using for the final version of their timeline. Students will have to do this in one sitting, because you cannot save. Students will need to record chapter #, page #, event, theme, and a small description as to how the event connects to a particular theme.*

*[Timeline Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf" \t "_blank)* [*http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf*](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf) *This is the paper copy of the timeline that students will use to record the chapter #, page #, event, theme, and a small description as to how the event connects to a particular theme for their rough draft.*

**PART II:**

**Teaching and Learning Sequence**

**Day 1 (80 Minutes)**

1- Hand out a small stack of sticky notes to each student and instruct them to cut them in half with scissors I provide them. (10)

2- Explain to students what I want them to write on the sticky strips and how many they are expected to have at the end of "The Golden Compass." (10)

3- Hand out Timeline graphic organizer and give students instructions on recording major events and connecting them to themes. (10)

4- Students will create blogs on Blogger. (10)

5- Hand out copies of "The Golden Compass." (5)

6- Silent reading time. (35)

**Day 2-4**

1- Students will be allotted time in class to read "The Golden Compass" and record their sticky strips, timeline, and blog (introduced in lesson 4) and ask me any questions if confusion arises.

**Day 5**

1- Have students select an event from their timeline and give a brief explanation presentation about that event and theme they chose. Their classmates will rate their explanations on a scale of 1-10 and give them feedback. (80)

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four. Students will understand that there are a wide array of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. *They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text*. I will begin class by handing out small stack of sticky notes to each student and will instruct them to cut the stacks in half, ultimately creating sticky strips. As students are reading "The Golden Compass" they will be asked to pick out major events in the story and connect them to a theme, which they will write on the sticky note and place it on the corresponding page in "The Golden Compass." By the end of the book they will be expected to have at least twelve sticky strips, and I will check in on their progress periodically. I am helping students learn to recognize when a theme is playing into the plot of "The Golden Compass."

**Where, Why, What, Hook MI Tailor's:** Logical, Visual, Interpersonal, and Intrapersonal.

Students will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.)**.**I will use the Timeline graphic organizer to help students keep track of significant points in "The Golden Compass" and what themes apply to those points, this will be used as a rough draft when they create their digital version. I will use the cooperative learn structure Value Line by having each student choose one event and theme that they connected and present it before the class. Students will rate 1-10 whether they agree or disagree and the student must explain their reasoning.

The students rating will line up on an imaginary line and physically move themselves to their correct level of understanding or agreement. 1 being the lowest and meaning that the student's did not understand the presenter's explanation at all, to 10 which is the highest and means the students understood presenter very easily.

**Equip, Explore, Rethink, and MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Interpersonal, and Intrapersonal.

I will use the Timeline graphic organizer to help students keep track of significant points in "The Golden Compass" and what themes apply to those points, this will be used as a rough draft when they create their digital version. I will use the cooperative learn structure Value Line by having each student choose one event and theme that they connected and present it before the class. Students will rate 1-10 whether they agree or disagree and the student must explain their reasoning. Students will create a timeline that shows the significant plot points in "The Golden Compass" and will connect them to themes, marking their points with the sticky notes they cut up at the start of class. I am helping students learn to recognize when a theme is playing into the plot of "The Golden Compass" by looking for significant events while reading, and recording them in their timeline. Students will present one of their events and themes from their timelines to the class, which will be rated on a scale of 1-10, and if a student cannot sufficiently defend their reasoning behind their event to theme relationship, they will have the opportunity to revise. I will then give them a final grade based off of my rubric.

**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Student's will self-assess by listening to the constructive feedback given to them verbally by their peers about their timeline points about "The Golden Compass." Using this feedback, student's will be allowed time to make corrections and additions to their timelines before handing it in to me by the end of class (or start of the next class if there are time constraints) for a final grade. This assignment will help students learn to recognize when a theme is playing into a major event and how it impacts the overall plot of a piece of literature. This lesson accompanies Lesson 4 where students will be maintaining a blog with of their thoughts and theme connections in each chapter of "The Golden Compass." These blog entries will be used later on in this Unit when students are required to compile a Digital Portfolio of the progression of a chosen theme throughout he course of "The Golden Compass."

**Evaluate, MI Tailor's:** Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

**Content Notes**

*Students will know* *critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.)*

The students will enter the classroom and I will hand them each a small pile of sticky notes and a pair of scissors. I will instruct them to cut the pile in half, which will create two piles of sticky strips. I will then instruct them on how they will use these strips to help in their recording of major events and their connection to themes. As they re reading and come to a major point in the text, the students will write down the theme they feel connects to that event best on the strip and stick it to that page. I will then hand out the Timeline graphic organizer where they can transfer their observations, and then later put them into a digital copy once they have finished "The Golden Compass." I will then instruct students to create a blog on Blogger, or to create a new blog if they have a pre-existing account. After reading each chapter, students will create a blog entry where they discuss the major event(s) in that chapter and the themes they connected to it. Once all of this has been explained to the class I will hand out copies of "The Golden Compass." The rest of the class period will be given to the students for silent reading and to clarify any questions they might have.

**Handouts**

* *[Timeline Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf" \t "_blank)*
* *Sticky Notes*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** This learning style will be met through the use of the Timeline graphic organizer to assist the students while they are analyzing the major events in "The Golden Compass." These learners will be given specific instructions and assignments that will need to be completed throughout the course of the reading, and will be given a specific date to be finished "The Golden Compass" and the accompanying work by.

***Microscope:*** This learning style will be met by the constant needed analyses of each chapter and connecting themes. They will need to build upon supporting details and dig for evidence of connections.

***Puppy:*** This learning style will be met by the open expectations for the style in which students choose to read. They may sit at their desks, go to the library, or go to a place where they feel comfortable and it is appropriate for them to be during class time.

***Beach Ball:*** This learning style will be met through the use of our lesson hook. The sticky strips are a really good way to help focus one's thinking and keep track of the kinds of events they are connecting to certain themes.

***Rationale:*** This lesson meets the standard by giving students the chance to exercise their understanding of the relationship between the plot and the themes in a piece of literature.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** Students will be expected to record important points during "The Golden Compass" in which the student recognizes that a theme is playing a role in the story's events. They will mark these points with sticky note strips with small notes written on them. They are expected to have at least 12 sticky strips markers by the end of the book. They must all have a brief meeting with me where I will check their progress and offer advice for those who are struggling.

***Summative:*** Students will present one of their events and themes from their timelines to the class, which will be rated on a scale of 1-10, and if a student cannot sufficiently defend their reasoning behind their event to theme relationship, they will have the opportunity to revise.

***Rationale:*** *This will assess whether a student fully understands how to identify the connection between major events and themes and how they play into the overall plot of the story. By receiving feedback from their peers, students will be able to reflect on whether or not their thought process behind their connections are clear and are supported by textual evidence.*

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** Student will know that by piecing together these themes, a reader can construct and objective summary of the text. Student will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.)

***MLR or CCSS:* Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
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* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

***Facet:*** Self-Knowledge

***Rationale:*** This lesson can be adapted in a multitude of ways that meet all the levels of MI's and requires a level of self-reflection and specific analyses.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** These students will enjoy the part in the lesson when they are able to explain their event to theme relationship to the class, and assure any students who might think there is no relationship between their event and theme.

**Logic:** These students will enjoy having the opportunity to collect data on the ratings given by their classmates on their event to theme relationship from their timeline.

**Visual:** These students will enjoy being able to have a visual scale compiled of their peers to rate the validity of their event to theme relationship, as it will give them a body figure to judge their justification on.

**Kinesthetic:** These students will enjoy having the opportunity to use their bodies on the 1-10 scale in order to rate the relationship between one of their classmate’s events and theme point on their timeline.

**Interpersonal:** These students will enjoy having the equal opportunity to both give feedback to their classmates on their event to theme relationship, and receiving feedback on their own event to theme relationship.

**Intrapersonal:** These students will enjoy having the opportunity to give constructive, non-verbal feedback to their classmates on their event to theme relationship.

***Type II Technology:*** *ReadWriteThink Digital Timeline*

***Rationale: This Type 2 technology works with a multitude of intelligences, is user friendly, and provides a valuable tool in terms of thinking about the progression of a theme as similar to that of the progression of history or time.***

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** C. The combination of sticky tabbing, timeline, and blogging requires students to reflect on the content that they read in order to make well thought out, well supported connections to the themes. They then take this reflection and think constructively about how all of this plays into the overall plot of "The Golden Compass."

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** B. The technology used in this lesson allow for students to entwine their individual thoughts and interests while reading. Through this they are also managing their own learning and must track their own progress.